

V 1906-07

THIRD ANNUAL  
ANNOUNCEMENT  
OF THE

# Forest Home Industrial Academy



Mount Vernon, Washington  
1906-1907



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### Board of Trustees.

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### Faculty.

L. I. STILES, Principal.....Intermediate Grades  
MRS. IRENE McDONALD... { Church-School Dept.  
  { Vocal and Ins. Music  
HAZEL WILCOX.....Assistant Music Teacher  
MRS. L. I. STILES.....Matron

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### Calendar.

First Term .....September 5—January 8  
Second Term .....January 9—May 14

## Forest Home Industrial Academy

### History.

At the state campmeeting held at Centralia, Wash., May 19-29, 1903, it was voted to establish one or more industrial schools as openings might appear. Not long after this action the church at Mount Vernon offered fourteen hundred dollars in cash and some land if a school were located near that place. This offer was accepted and steps taken at once to secure more land and a definite location for the buildings. At the session of the conference held in May, 1904, a resolution was passed to raise \$2,000 to carry forward the enterprise. During the summer buildings were put up which were dedicated September 21st, and the school was formally opened the 26th.

### Location.

The Academy is situated about four and one-half miles by the wagon road to the northeast of Mount Vernon, a town of about 2,500 inhabitants, on the Great Northern Railroad, and about five miles southwest of Clear Lake, a small town on the Northern Pacific Railroad. A new county road is now in process of construction, which will shorten the distance to Mount Vernon to about three miles. Two miles from the school flows the Skagit River, which empties into Puget Sound, seven miles distant. A short distance to the east lies a low range of foot hills covered with virgin forests, and above all rises the majestic snow-capped peak of Mt. Baker.

### Grounds and Buildings.

In the spring of 1904 the grounds where the school now stands were a forest not yet entered by man except to remove the timber for saw logs. We find it takes much hard work to clear land in these woods, and there have been but few



to assist, yet there have been about four acres cleared, with the stumps and roots all taken out, and some more land slashed and logged off. Two substantial buildings have been erected, each two stories high. The boys' dormitory has two school rooms on the first floor, and a parlor and eleven sleeping rooms on the second floor. The girls' dormitory has a parlor, dining room, kitchen and pantry on the first floor and seven sleeping rooms on the second floor. Some of these rooms are large enough for two beds. There will be three more rooms finished in the attic, which is lighted with dormer windows.

### Purposes.

The Forest Home Industrial Academy is a denominational institution, founded and controlled by the Seventh-day Adventists, and is designed especially to prepare young people for usefulness in the cause of God. The managers aim to make moral and religious influences prominent, and thoroughness of instruction, solidity of character, and usefulness in life will be the principal objects of attainment. They design to have a school where the fear of God will prevail, where His Holy Word will be revered, and where His worship and service will be respected. A true Christian character is held before the students as the highest aim in life. Those who are in harmony with these objects are heartily invited to attend.

### Industries.

Thus far the chief industry is clearing the land and tilling the soil. As one of our brethren was so kind as to donate twenty-five swarms of bees to the school, bee culture is one of the industries. Instructions are also given in sewing, cooking, baking, laundering, and mending. As fast as ways and means are provided it is expected to establish such industries as fruit canning, broom making, blacksmithing, shoemaking, carpentry, etc.

## The Home Life.

It is the constant endeavor to make the home life as much like the real home life as possible. It is well understood that this is among the most potent factors in the development of character. As an educational element it is also invaluable. To this end students are expected to observe those courtesies which are common to every well regulated family. The work of the home is done by the students. Each student should work at least two and one-half hours a day in part payment of his expenses. Much valuable information and discipline are thus secured to the student. Sharing daily duties and bearing mutual responsibilities have proved to be of great educational value in sustaining health and developing character. The influence of this service rendered heartily is invaluable in producing, during the years of mental training, habits of accuracy, self-reliance, unselfishness, and genuine sympathy with all workers and kinds of work.

## Religious Basis.

The Academy is a denominational institution, and is conducted upon a religious basis. The seventh day of the week, being the Sabbath, is sacredly observed. The Holy Scriptures are made primary in importance, and their teachings are regarded fundamental in the pursuance of all lines of study and forms of practice. Prayer and social meetings are held on Wednesday evenings, and Sabbath-school and church services are held each Sabbath. Worship is conducted in the Home each morning and evening. A young people's society is organized, and holds regular weekly meetings. Much good results from these meetings by instilling the spirit of true missionary labor into the heart.

## Government.

It is the design of the Academy to develop character of the highest type, as well as scholar-

ship of the best quality; and its discipline has respect to these ends. As far as possible, students are led to place themselves upon their honor, and to do right because it is right. They are taught that self-government is the only true government for the individual, and that it is only when they fail to govern themselves in harmony with the principles of right that they will need help in government by others. To determine whether a course of action is best, let the question be asked: "What would be the effect upon the school if all should do as I think of doing?" Students who conscientiously govern their conduct by these principles need have no fear of coming into conflict with the authority of the school. The faculty maintain a kindly oversight of the students' deportment and habits of character, and all cases of discipline will be conducted in a spirit of kindness, but with firmness.

### Regulations.

1. Students are expected to abstain from indecent or disorderly behavior; from profane or unbecoming language; from the use of tobacco; from card playing; from having or reading novels or other pernicious literature; from all improper associations.

2. No student is expected to enter or leave any class except by permission of the principal.

3. Each student is expected to pay for damage done by him to property of the Academy.

4. Anything of the nature of flirtation, or the formation of attachments between the sexes, interferes with the school work, and cannot be allowed.

5. Attending parties or any entertainments of an objectionable character, interferes with the student's work, and exerts a wrong influence in the school. It is therefore not permitted.

6. No student shall receive private lessons, or engage in teaching, except by permission of the Faculty.



7. Students will not be permitted to board themselves, or in private families, unless approved by the Faculty.

8. Resident students are expected to observe study hours from 7 to 9 o'clock P. M. the night before each school day, and parents are urged to co-operate in carrying out this regulation.

9. Whenever in the judgment of the Faculty a student's attendance is no longer profitable to himself, or is detrimental to the school, he may be dismissed.

10. Any regulations adopted by the Faculty and announced to the students shall have the same force as though printed in the calendar.

### Regulations Governing the Home.

1. Students are expected at all times to conduct themselves while in the Home in keeping with the order and quiet of a refined home.

2. A strict observance of the daily programme is required. The evening study hours must be observed by all, unless special permission is obtained to the contrary.

3. All will keep their rooms in a neat and tidy condition.

4. Students in the Home should have their mail sent in care of the Academy.

5. Students will not linger in the dining room or kitchen unless employed there at the time.

6. Students are asked to take no food to their rooms, but to eat it in the dining room at the regular hours.

7. All clothing must be such as is conducive to health.

8. The Home is not a public building. No lady or gentleman would think of entering a private house without permission. Hence persons living outside, in calling upon members of the Home family, will kindly observe the customary civilities.

9. The wearing of jewelry and any unneces-

sary ornamentation is not in harmony with the teaching of the Word of God.

10. For obvious reasons students are required to attend morning and evening worship. Promptness and regularity must be cultivated in Home as well as school duties.

11. Students are expected to deport themselves in such a way on the Sabbath as will be in harmony with the occasion, and to attend Sabbath school and public worship.

### School Year.

The school year consists of thirty-six weeks, beginning Wednesday, September 5, 1906, and ending Tuesday, May 14, 1907. It will be divided into two terms of eighteen weeks each.

### Time to Enter.

The best time to enter, both for the good of the individual and of the school, is at the fall opening, as at that time nearly all the classes form, and with but few exceptions continue through the year. All who cannot come at the beginning should plan to come as soon as possible thereafter. All who desire to attend the Academy are requested to notify the principal at their earliest convenience.

### Who Admitted.

The school is open to all well-designing persons of both sexes whether they make a profession of religion or not, provided only that they come with a sincere purpose to improve their time diligently in study, and to comply with the regulations of the school. This is not a reform school and parents should not send children over whom they have no control at home. Candidates for admission who are unknown to the managers are expected to present testimonials as to moral character. The moral influence of the school is carefully guarded, and no one who uses profane, indecent or unbecoming language, or in-

dulges in the use of tobacco or alcoholic drinks, or is vicious or immoral, will knowingly be admitted or retained. Children below the seventh grade are not admitted to the Academy Home except by special arrangements. There is, however, opportunity for such to be cared for in a cottage joining the Academy campus.

### Student's Pledge.

It is distinctly understood that every student who presents himself for admission to the Academy thereby pledges himself to observe its regulations. If this pledge be broken, it is also understood that by such violation he shall forfeit his membership, and if longer retained, it shall be only by permission of the Faculty. It is also a part of the student's pledge that he will faithfully perform all duties assigned him in connection with school and Home life.

### Needs of the Academy.

As the institution has no endowment fund, and is dependent on the tuition to meet running expenses and to develop the farm from the forest, it will readily be seen that meager facilities for school work can be provided. As the school purposes not to incur debt, even in acquiring needed facilities, we would gratefully receive any contributions our friends may feel disposed to give. We need a library, and any who have books they would like to donate are invited to correspond with the Principal. We also invite contributions to a fund from which worthy students may receive some assistance while struggling to obtain a training for usefulness. The amount advanced to them may be returned to the fund after they leave school.

### Expenses.

It is the aim of the founders and trustees of the Academy to reduce the expenses of its students to the very lowest figure, knowing that

many young people would secure an education if they could see any possibility of meeting the necessary expenses usually incurred at school. To students in the home, besides the two and one-half hours' labor each day, a charge is made of \$10.00 a month. This includes board, tuition, room rent, fuel, light and laundry. Tuition only for the first four grades is \$2.00 per month; for the fifth to the seventh grades inclusive is \$2.50 per month; and for the intermediate grades \$3.00 per month. A discount will be given where there is more than one student from the same family. On account of the low rates established and the limited resources of the school, it is necessary to require the tuition to be paid promptly each month in advance. If the tuition for any school month is not paid by the middle of the month, the student will be discontinued from his classes until settled or satisfactory arrangements made. Fifty cents each will be charged for music lessons on the organ, and an additional charge of fifty cents a month for the use of the instrument an hour each day; \$1.00 each will be charged for piano lessons and \$1.00 a month for the use of the instrument. The necessary books and stationery are kept on sale at the Academy store. Parents are recommended to send money direct to the Academy rather than to their children.

### What to Bring.

Each student should bring the following articles: Quilts or blankets, one bed spread, one pillow, three sheets, three pillow-slips, three towels, three napkins, one napkin-ring, laundry bag, toilet articles, suitable working clothes, and a sewing outfit consisting of needles, thread, etc. It is also well to bring such things as may be desired to add to the attractiveness of the rooms, as rugs, curtains, table covers, etc.



## COURSES OF STUDY.

### CHURCH SCHOOL DEPARTMENT.

#### FIRST YEAR.

- I. Bible and Nature—Oral.
- II. Reading—Based upon Bible and Nature.  
Correlated Subjects—Spelling, Language, Numbers, Writing, Drawing, Busy Work.  
Text Books—Christian Educator Reading Series, Book I.  
Supplemental—Plant Life (Bass).
- III. Industrial Study and Work.  
Correlated Subjects—Oral Language, Drawing, Numbers.

#### SECOND YEAR.

- I. Bible and Nature—Oral.
- II. Reading—Based upon Bible and Nature.  
Correlated Subjects—Spelling, Language, Numbers, Writing, Drawing.  
Text Book—Christian Educator Reading Series, Book II.  
Supplemental—Animal Life (Bass).
- III. Industrial Study and Work.

#### THIRD YEAR.

- I. Bible and Nature—Oral.
- II. Reading—Based upon Bible and Nature.  
Correlated Subjects—Spelling, Language, Numbers, Writing, Drawing.  
Text Book—Christian Educator Reading Series, Book III.  
Supplemental—House We Live In (Farnsworth); Uncle Ben's Cobblestones (Miller).
- III. Industrial Study and Work.  
Correlated Subjects—Oral Language, Drawing, Numbers.

#### FOURTH YEAR.

- I. Bible—From Creation to Joshua.  
Correlated Subjects—Spelling, Geography.  
Text Book—Bible Lessons No. 1 (McKibbin).
- II. Nature.  
Correlated Subjects—Spelling, Drawing.  
Text Books—Bible Nature Studies (Cady); Nature Study Note Book (Cady).  
Supplemental—Child's Book of Nature (Hooker).
- III. Reading.  
Correlated Subjects—Language, Spelling, Writing.  
Text Book—Christian Educator Reading Series, Book IV.



Supplemental—Easy Steps in Bible Story (Cooper);  
Best Stories from the Best Book (White).

IV. Arithmetic.

Text Book—Arithmetic by Grades, Book 3  
(Prince).

V. Industrial Study and Work.

FIFTH YEAR.

I. Bible—From Joshua to Restoration of Jerusalem.  
Correlated Subjects—Spelling, Geography.

Text Book—Bible Lessons No. 2 (McKibbin).

II. Nature.

Correlated Subjects—Spelling, Drawing.

Text Books—Bible Nature Study (Cady); Nature  
Study Note Book (Cady).

Supplemental—Child's Book of Nature (Hooker).

III. Reading.

Correlated Subjects—Language, Spelling, Writing.

Text Book—Christian Educator Reading Series,  
Book IV.

Supplemental—Easy Steps in Bible Story (Cooper);  
Bible Nature Studies (Cady).

IV. Arithmetic.

Text Book—Arithmetic by Grades, Book 4  
(Prince).

V. Industrial Study and Work.

SIXTH YEAR.

I. Bible—Life of Christ.

Correlated Subjects—Spelling, Geography.

Text Book—Bible Lessons No. 3 (McKibbin).

II. Nature.

Correlated Subjects—Spelling, Drawing.

Text Books—Bible Nature Studies (Cady); Nature  
Study Note Book (Cady).

Supplemental—Child's Book of Nature (Hooker).

III. Reading.

Correlated Subjects—Language, Spelling, Writing.

Text Book—Christian Educator Reading Series,  
Book V.

Supplemental—Christ's Object Lessons (White);  
Desire of Ages (White); Bible Nature Studies  
(Cady).

IV. Arithmetic.

Text Book—Arithmetic by Grades, Book 5  
(Prince).

V. Language.

Text Book—Language Series No. 2 (Bell).

VI. Industrial Study and Work.

## SEVENTH YEAR.

- I. Bible—Lessons from Daniel and the Revelation.  
Correlated Subjects—Spelling, Geography, History.  
Text Book—In preparation.  
Supplemental—Thoughts on Daniel and the Revelation (Smith); Story of Daniel the Prophet (Haskell); Rise and Progress (Loughborough).
- II. Geography—See outline in Manual.  
Correlated Subjects—Spelling, Drawing.  
Text Books—In preparation; Advanced Geography (Morton).
- III. Reading.  
Correlated Subjects—Spelling, Voice Culture.  
Text Book—Christian Educator Reading Series, Book V.  
Supplemental—Story of Daniel the Prophet (Haskell).
- IV. Language.  
Text Book—Language Series, No 3 (Bell).  
Supplemental—Practical Exercises in English (Buehler).
- V. Arithmetic and the Keeping of Accounts.  
Text Book—Arithmetic by Grades, Book 6 (Prince).
- VI. Spelling.  
Text Book—McGuffey's Speller.
- VII. Industrial Study and Work.

## IN ALL GRADES.

Penmanship—Plain Spencerian system.  
Music—Practical Music Reader; one-half hour daily.  
Drawing—Augsburg's Card Drawing System.



## INTERMEDIATE DEPARTMENT.

## EIGHTH YEAR.

- I. Sacred History—The World.  
Correlated Subjects—Spelling, Geography.  
Text Book—In preparation.  
Supplemental—Patriarchs and Prophets (White); Empires of Prophecy (Jones); Empires of the Bible (Jones); Great Nations of Today (Jones); Ecclesiastical Empires (Jones).
- II. Physiology and Hygiene.  
Correlated Subjects—Spelling, Drawing.  
Text Book—Kellogg's, No. 2.

- Supplemental—Hygienic Physiology (Steele);  
Physiology (Overton).
- III. Reading.  
Correlated Subjects—Spelling, Voice Culture.  
Text Book—Christian Educator Reading Series,  
Book V.
- IV. Language.  
Text Book—Language Series, No. 3 (Bell); re-  
viewed and completed.  
Supplemental—Practical Exercises in English  
(Buehler).
- V. Spelling.  
Text Book—McGuffey's Speller.
- VI. Arithmetic and the keeping of Accounts.  
Text Book—Arithmetic by Grades, Book 7  
(Prince).
- VII. Industrial Study and Work.

## NINTH YEAR.

- I. Bible—Lives of the Apostles (Kern).
- II. United States History.  
Text Book—In preparation (Bunch).  
Supplemental—Marvel of Nations (Smith);  
Rights of the People (Jones); Rights of Man  
(Colcord).
- III. Elementary Science—Agriculture, a basis for  
Botany, Zoology, Chemistry.  
Text Book—Principles of Plant Culture (Goff).  
Supplemental—First Principles of Agriculture  
(Voorhees).
- IV. Advanced English.  
Text Book—Essentials of Our Language (Rine).  
Supplemental—Practical Exercises in English  
(Buehler).
- V. Advanced Arithmetic.  
Text Book—Prince's Book 8.
- VI. Industrial Study and Work—Agriculture, Car-  
pentry, Blacksmithing, Sewing, Cooking.

## TENTH YEAR.

- I. Bible—Special study of points of faith.  
Supplemental—Thoughts on Daniel and the Rev-  
elation (Smith); Rise and Progress (Lough-  
borough); and other denominational books.
- II. Elementary Science—Physics, Physical Geog-  
raphy, Astronomy.  
Text Books—Bible Nature Studies and Nature  
Study Note Book (Cady).  
Supplemental—Steele's Fourteen Weeks in Phys-  
ics; Steele's New Descriptive Astronomy.
- III. Language—Composition.  
Text Book—Language Series, No. 4 (Bell).

## IV. Commercial Arithmetic and Bookkeeping.

Text Book—Gardner's Card System.

## V. Industrial Study and Work.

## ALL GRADES.

Penmanship—Plain Spencerian System.

Drawing—Augsburg's Card Drawing System.

Music—Practical Music Reader (Smith); Hymns and Tunes.

The courses of study followed in this school are such as are authorized by the Pacific Union Educational Council, held at South Tacoma, Washington, July 5-12, 1904, and published in the "Teachers' Manual for the Home and School." This Manual has been adopted in this Pacific Union Conference to be followed in all our Church and Intermediate Schools. It contains valuable information for the Home as well as the School, and we earnestly recommend that each person who has an interest in Christian education secure one of these Books and study it carefully. It contains 345 pages and can be ordered of the Academy or of the Pacific Press Publishing Company, Portland, Oregon. Price 50 cents.

## Daily Program.

Rising bell.....	6:00
Worship .....	6:45
Breakfast.....	7:00
Room work.....	7:45
Study and Recitation.....	8:15 to 1:30
Dinner.....	1:45
Industries .....	2:30 to 5:00
Evening worship .....	6:30
Study period .....	7:00 to 9:00
Retiring bell .....	9:15
Lights out—Silence .....	9:30

## Graduates.

1905—Marie Louise Hall, Kelso, Wash.

1906—David Adams, Aberdeen, Wash.

Erna Witting, Chehalis, Wash.

## Roll of Students—1906

Essie Harsh, Mount Vernon.	Blanche Van De Mark, Mount Vernon.
Frank Harsh, Mount Vernon.	David Adams, Aberdeen.
Edna Hollenbeck, Mount Vernon.	Amy Barnes, Aberdeen.
Andrew Williamson, Mount Vernon.	Lawrence Crooker, Custer.
Freda Stiles, Mount Vernon.	Alice Clark, Harper.
Christina Anderson, Kent.	Lucretia Cummings, Chehalis.
Ruth Anstie, Aberdeen.	William Furber, Mount Vernon.
Payton Nichols, Glacier.	Merle Giddings, Seattle.
Allen Ham, Mossy Rock.	Arthur Hollenbeck, Mount Vernon.
Charles Van Vleet, Oakville.	Cassie Ham, Mossy Rock.
James MacDonald, Aberdeen.	May Hann, Everett.
Esther Soules, Ridgefield.	Willie Hann, Everett.
Ray Bell, Woodinville.	George Hays, Puyallup.
Jessie Little, Mount Vernon.	Nora Kelton, Olympia.
Ivy Hicks, Tacoma.	Clara Little, Mount Vernon.
Geo. Slossen, Mount Vernon.	Jennie Nelson, Custer.
Hazel Slossen, Mount Vernon.	Phil Merry, Oakville.
Mack Maurice, Aberdeen.	Ralph McLoughlin, Puyallup.
Sidney Lindt, Aberdeen.	Irene Magary, Fruitland.
Virgil Becraft, Bow.	Lulu Pound, Mount Vernon.
Roy Hall, Florence.	Maud Schuyler, Linden.
Bryan Maynard, Sumner.	Josie Shryock, Aberdeen.
Lulu Sisson, Ferndale.	Earle Stiles, Mount Vernon.
Neva Sisson, Ferndale.	Claire Russel, Everett.
Pearl Sisson, Ferndale.	Erna Witting, Chehalis.
Jennie Marsters, Aberdeen.	Bertha Walker, Wallace, Idaho.
Emma Nelson, Custer.	Hazel Wilcox, Hoquiam.
Edgar Johnson, Shelton.	Fern Wilcox, Hoquiam.
Lena Nelson, Custer.	Dexter Winston, Oakville.
Carl Brooks, Anacortes.	George Wallekar, Seattle.
Joseph Peterson, Custer.	Jean MacDonald, Aberdeen.
Layton Palmer, Oakville.	Stella MacDonald, Aberdeen.
Ernest Budd, Kettle Falls.	Menzo La Porte, Seattle.
Olaf Reno, Mount Vernon.	Flossie Crooker, Custer.





